Course Description:

Worldwide forced displacement is at an all time high. The global population of forcibly displaced persons in 1997 was 33.9 million. By the middle of 2017, the UN reported that there were 65.6 million individuals forcibly displaced as a result of persecution, conflict, violence or human rights violations. Nearly 22.5 million people were designated as refugees, more than 50% of whom were children under 18 years of age. (Figures are from the UN Refugee Agency http://www.unhcr.org/globaltrends2016/.)

This course is designed to provide an understanding of the major causes of contemporary migration and population displacement. Global, regional, and national processes driving refugee and migration flows will be examined. Students will consider a range of critical issues and factors contributing to displacement, particularly under conditions of poverty, uneven development, competition for resources, political instability, war, violence, environmental degradation and natural disasters. Human trafficking, international human rights protections, citizenship and statelessness will be addressed as well.

Course Requirements:

1. This seminar requires substantial weekly reading and places significant emphasis on preparation, class participation and discussion. Attendance and active engagement in class are essential components of this course.

2. Oral presentations: Our organizing structure will be PERSPECTIVES ON HUMAN INSECURITY. Each week one or two students will take responsibility for synthesizing the week’s materials by highlighting the key issues, concepts and debates, with emphasis on the important analytical issues discussed in the readings. Presentations should be no more than 5-10 minutes and should be designed to initiate focused and critical discussion of the readings. The presentations must be accompanied by a 2-3-page analysis of the readings that identifies the major substantive issues addressed and poses questions for class discussion. The written portion of this assignment must be distributed to all members of the seminar via email attachment by noon (12pm) each Monday preceding our seminar.
Assigned readings are available through the reserve desk at Bobst library. Many links have been provided below. You may purchase books marked with * at the NYU Bookstore, however no purchase is required.

3. STUDENT COLLOQUIUM “BACKLASH: EUROPE/USA”: We will hold a colloquium entitled “Backlash: Europe/USA” at our final class session on May 1, 2018. This will be a student generated multi-media presentation analyzing international migration through the lens of public insecurity, a view that considers migrants a threat to cultural and national identity. What are the prevailing anti-immigrant and xenophobic arguments that we can consider as a “backlash”? Why do they have traction and with whom? How do the narratives operate? Who promotes them? Where are they successful? How widespread is the backlash and how is it manifest? Each student will consider these questions and other case specific pertinent issues for a single country of her/his choice to be selected by March 6, 2018.

Additional notes about the written paper:
This paper must clearly reflect an ability to think critically and analytically. It is a formal research paper and must employ standard citation and bibliographic formats. The paper should provide scholarly analysis and assessment. It should situate your case in the context of the existing scholarship. The papers should be 15-20 pages in length. All papers are due in class as hard copies AND by email attachment at the time of the presentation on May 1, 2018.

If you need to review basic principles of research design see:
Gary King, R. Keohane, S. Verba, Designing Social Inquiry, browse topics, including pp. 28-33 on main themes; 35-36 on generalization; 43-46 on case studies; 99-114 on constructing theory; pp. 128-139 on bias in selecting evidence.

Henry Brady and David Collier, Rethinking Social Inquiry. Qualitative and mixed-methods critique of and amendment to the volume by King, Keohane and Verba.

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REFUGEES: SOME FACTS AND FIGURES FOR 2016
Source for all statistics below: http://www.unhcr.org/globaltrends2016/

• HOSTED BY DEVELOPING REGION: 84%
  Developing regions hosted 84 per cent of the world’s refugees under UNHCR’s mandate. The least developed countries provided asylum to a growing proportion, with 28% of the global total (4.9 million refugees).
• **REFUGEES RETURNED: 552,200**
Refugee returns increased from recent years. During 2016, 552,200 refugees returned to their countries of origin, often in less than ideal conditions. The number is more than double the previous year and most returned to Afghanistan (384,000).

• **1 IN 6 PEOPLE A REFUGEE IN LEBANON**
Lebanon continued to host the largest number of refugees relative to its national population. Jordan (1 in 11) and Turkey (1 in 28) ranked second and third, respectively.

• **55% of all refugees worldwide come FROM JUST 3 COUNTRIES:**
Syrian Arab Republic (5.5 million)
Afghanistan (2.5 million)
South Sudan (1.4 million)

• **2.9 MILLION PEOPLE HOSTED BY TURKEY**
For the third consecutive year, Turkey hosted the largest number of refugees worldwide, with 2.9 million people. It was followed by Pakistan (1.4 million), Lebanon (1.0 million), the Islamic Republic of Iran (979,400), Uganda (940,800), and Ethiopia (791,600).

• **2.0 MILLION NEW ASYLUM CLAIMS**
The number of new asylum claims remained high at 2.0 million. With 722,400 such claims, Germany was the world’s largest recipient of new individual applications, followed by the United States of America (262,000), Italy (123,000), and Turkey (78,600).

• **75,000 UNACCOMPANIED OR SEPARATED CHILDREN**
Unaccompanied or separated children – mainly Afghans, and Syrians – lodged some 75,000 asylum applications in 70 countries during the year, although this figure is assumed to be an underestimate. Germany received the highest number of these applications (35,900).

• **SOUTH SUDAN**
The fastest-growing refugee population was spurred by the crisis in South Sudan. This group grew by 64% during the second half of 2016 from 854,100 to over 1.4 million, the majority of whom were children.

• **SYRIA**
More than half of the Syrian population lived in displacement in 2016, either displaced across borders or within their own country.
Section 1: INTRODUCTION AND BACKGROUND

**Week One (January 23): Introduction—Background facts and Terminology**

UNHCR: “Refugees and Migrants—frequently Asked Questions (FAQs)”

UNHCR: “Global Trends: Forced Displacement in 2016”


BBC Updates of migrant-related news:


**Week Two (January 30): Historical Background, Terminology and Theories**

International Organization for Migration (IOM): [https://www.iom.int/migration](https://www.iom.int/migration)
Read “key migration terms” and browse through the links on the dropdown menu in the left margin of the web page.


Section 2: BROAD THEMES AND ROOT CAUSES OF MIGRATION AND DISPLACEMENT

Week Three (February 6): Inequality

Clemens, Michael, “Why Today’s Migration Crisis is an Issue of Global Economic Inequality” https://www.fordfoundation.org/ideas/equals-change-blog/posts/why-today-s-migration-crisis-is-an-issue-of-global-economic-inequality/?utm_source=Ford+Foundation&utm_campaign=3fa07f9a08-TheLatestNo20&utm_medium=email&utm_term=0_4b4b67ddba-3fa07f9a08-125733177&goal=0_4b4b67ddba-3fa07f9a08-125733177&mc_cid=3fa07f9a08&mc_eid=8f164722d9


Podcast:
Week Four (February 13): Political Instability


Week Five (February 20): Environmental Change and Natural Disasters


EACH STUDENT should select 2 supplementary readings to discuss in class.
Supplementary:

Patrick Kingsley reporting for The Guardian newspaper:

Afifi, Tamer and Jäger, Jill, eds., Environment, Forced Migration and Social Vulnerability, Heidelberg: Springer-Verlag, 2010. (Online access available through Springer Link via NYU Bobst Library.)


Entzinger, Han and Scholten, Peter, “Adapting to Climate Change Through Migration: A Case Study of the Vietnamese Mekong River Delta,” International Organization for Migration, (October 2016). NB: “Migration, Environment and Climate Change: Evidence for Policy (MECLEP) is a three-year project funded by the European Union, implemented by the International Organization for Migration (IOM) through a consortium with six research partners….The six project countries are the Dominican Republic, Haiti, Kenya, Mauritius, Papua New Guinea and Viet Nam.
http://publications.iom.int/system/files/vietnam_survey_report_0.pdf


**Week Six (February 27): Globalization**


**Supplementary:**


**Week Seven (March 6): Migration Risk: Safe and Unsafe Migration/Irregular Migration/Smuggling**

**CASE STUDY SELECTION FOR MAY 1 COLLOQUIUM IS DUE TODAY.**


***March 13-NO CLASS (NYU Spring Break)***

Section 3: **IDENTITY AND BORDERS**

**Week Eight** (March 20): Culture/Identity/Othering Who are “We?” Who are “They?”

[https://pdfs.semanticscholar.org/cfcb/eba8cb80315ffebebf16fe4d17fa6f31286e.pdf](https://pdfs.semanticscholar.org/cfcb/eba8cb80315ffebebf16fe4d17fa6f31286e.pdf)


**Supplementary:**


Section 4: HUMAN RIGHTS, INTERNATIONAL OBLIGATIONS, and STATELESSNESS

Week Nine (March 27): Human Rights


Supplementary:


**Week Ten** (April 3): Statelessness: Camps/Detention Centers


**Section 5: CURRENT AND ONGOING CRISES**

**Week Eleven** (April 10): Civil War: Syria

Background:


http://www.3rpsyriacrisis.org/crisis/

http://data.unhcr.org/syrianrefugees/regional.php

Readings to be drawn from recent primary sources. Students select materials.

**Week Twelve (April 17): Ethnic Cleansing: Rohingya in Myanmar**
Forced displacement through expulsion

Background: “They Tried to Kill Us All” Atrocity Crimes against Rohingya Muslims in Rakhine State, Myanmar (November 201) Report issued by the United States Holocaust Memorial Museum, [https://www.ushmm.org/m/pdfs/201711-atrocity-crimes-rohingya-muslims.pdf](https://www.ushmm.org/m/pdfs/201711-atrocity-crimes-rohingya-muslims.pdf)

Readings to be drawn from recent primary sources. Students select materials.

**Week Thirteen (April 24): Cyclical Violence: South Sudan**
Regional conflict with deep ethnic divisions, coupled with famine and economic collapse.


Readings to be drawn from recent primary sources. Students select materials.

**Week Fourteen (May 1): Backlash: Europe/USA**

**STUDENT COLLOQUIUM**

Please submit an electronic version of your paper by email attachment and a hard copy.